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ABSTRACT

The conference on "The Treatment of Minorities in Textbooks and Other Teaching Materials" was held on February 8-10, 1967 in Washington, D.C. It was sponsored by the National Education Association and the Committee on Civil and Human Rights of Educators of the Commission on Professional Rights and Responsibilities. Attending the conference were educators, publishers, government officials, and civil rights leaders. This conference report gives abridged speeches and reports on the panel discussion, workshops, and follow-up activity. Speeches and reports cover criteria for textbook selection; the roles of educators, publishers, government, and civil rights groups in providing multi-ethnic teaching materials; learning materials and minorities; integrated textbooks and the invisible Negro; treatment of religious groups in public and private school texts; the preparation of inservice teachers on the use of multi-ethnic texts; and the mass media and minority treatment. Also given are the conference resolutions. (NQ)

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THE TREATMENT OF MINORITIES IN TEXTBOOKS and Other Teaching Materials

February 8-10, 1967 Washington, D. C.

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As the child

William Guardia, PR&R Assistant Secretary for Field Studies, introduced conferees representing:

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reads... and learns... tomorrows world is shaped

CONFERENCE REPORT:

"THE TREATMENT OF MINORITIES IN TEXTBOOKS AND OTHER TEACHING MATERIALS"

FEBRUARY 8-10, WASHINGTON, D.C.

SPONSORED BY THE

NATIONAL EDUCATION ASSOCIATION

COMMITTEE ON CIVIL AND HUMAN RIGHTS OF EDUCATORS OF THE COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES

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New Impetus . . . for a great trip.

*The people of the United States are on the move. . . . They have struck their tents on some of the long held sites of prejudice. They have discarded some of their formerly cherished impedimenta of easy stereotypes. . . . The column is moving. . . . This is going to be a great trip.**

This passage, which also expresses the sense of urgency and determination that 600 participants brought to our fourth national conference on civil and human rights in education, was read by Dr. Richard Barnes Kennan, Executive Secretary, NEA Commission on Professional Rights and Responsibilities, during the opening of the first session.

At the initial session of this conference, a vibrant dialogue began as educators, publishers, government officials, and civil rights leaders learned from and challenged one another. Soon their sense of urgency and determination became fused with fresh understanding and insight; the spirit that emerged during our conference on "The Treatment of Minorities in Textbooks" was one of *united action.*

It became quite clear that our best hope for improving the treatment of minorities in textbooks lies in closer cooperation among educators, publishers, and community groups. In addition to providing constructive dialogue, this conference was also the occasion for action. At our final session, the conference adopted a series of resolutions—concrete recommendations for further action. These resolutions end with this statement:

Today marks not the conclusion of our concern but the beginning of a new impetus and direction in the channeling of our energies to promote more equal educational opportunity through the clear recognition of all peoples who have made America great.

As you will see from the other resolutions on the following two pages; from the abridged speeches; and from the reports on the panel discussion, the workshops, and the follow-up activity, this conference certainly has produced a new impetus. It is indeed going to be a great trip. On behalf of NEA, the Commission, and the Committee, we welcome your traveling with us.

Wade Wilson,
Chairman, PR&R Committee on
Civil and Human Rights of Educators

* From the NEA publication *True Faith and Allegiance* by Harold Benjamin

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Resolutions Adopted by the

GENERAL

We urge that all concerned with education—parents, teachers, school administrators, and boards of education—rededicate themselves and their schools to the teaching of better human relations, understanding, trust, and respect among all groups in our society, and further, that educators and boards of education take immediate and positive steps to find and utilize textbooks and other instructional materials which treat all social groups fairly and adequately.

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R. Boyd Bosma, Chairman
Resolutions Workshop

COLLEGES AND UNIVERSITIES

We urge colleges and universities responsible for preparing teachers to build programs that show the authentic, factual, and objective information about, as well as the positive contributions of, minority groups in our democratic society; that provide instruction in the effective teaching of minority group students; and that help each prospective teacher play a more effective role in building good human relations. We further urge the placement of student teachers only in communities committed to quality integrated education.

RESPONSIBILITY OF TEACHERS

It is the responsibility of classroom teachers to continue their education in order to enhance their resourcefulness in the use of multi-cultural teaching materials, to utilize to a greater extent multi-cultural teaching materials, and to work to create a climate in which all children may be able to explore the cultural pluralism of American society so that they may gain awareness of and pride in their own heritage, as well as an understanding and appreciation of other groups in our society.

PUBLISHERS

While commending those publishers who have begun to give positive treatment to minority groups, the conference recognizes that massive distortions continue in many textbooks. The Conference therefore calls upon publishers to take the following immediate steps:

1. Remove all distorted and inaccurate material about Negroes, American Indians, and other minorities from textbooks and other teaching materials.
2. Present an accurate and comprehensive portrayal of the cultural, economic, and scientific contributions—past and present—of all segments of American society.

EDUCATION IN HUMAN RELATIONS

We urge schools to utilize outside resources to improve education in human relations. Specialists in the behavioral sciences and other relevant disciplines, civil rights groups, government agencies, human rights commissions, and other expert groups and individuals should be called upon to assist the educational staff in curriculum development, teacher training, selection of instructional materials, and improvement of instruction in human relations. The legal, social, and political aspects of the treatment of minority groups cannot be adequately dealt with by educators alone.

PURCHASING POLICIES RELATING TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Rapid scientific, economic, social, and political changes and advances necessitate revisions of curriculum and instructional practices. Therefore, this Conference calls upon local school boards and the public to remove immediately from our schools all obsolete books and audiovisual and other instructional materials. Each local board of education should be further encouraged to seek the federal, state, and local financial support necessary to ensure the purchase of instructional materials for all children and teachers.

Conference

CURRICULUM

The recognition of the significant contributions of the various minority groups in American history is the proper concern of schools throughout the year. Because of the unique and positive contributions of Negroes to American life, we declare our intent to continue giving special recognition to Negro History Week in schools and classrooms of the United States and to support in like manner activities recognizing the contributions of other minority groups.

OBSOLETE TEXTBOOKS

Some textbooks in use more than five years are obsolete. In some swiftly changing fields, retention of textbooks for even five years can seriously retard needed improvements in curriculum, instruction, and the satisfactory treatment of minority groups. We therefore urge all educators to insist upon more frequent purchases of current authentic textbooks and other teaching materials.

STATE EDUCATION DEPARTMENTS—BOARDS OF EDUCATION

We call upon state departments of education and local boards of education to develop policy statements to implement the fair treatment of minorities in textbooks and other instructional materials. It is suggested that the following policy statements might be consulted: State of California; Detroit, Michigan; New York City; State of Pennsylvania; Rochester, New York.

SCHOOL CURRICULUM

Courses in African and Asian languages and culture should be made available, when feasible, to students in high schools, colleges, and universities throughout the United States.

TEXTBOOK SELECTION POLICIES

We urge that the NEA Research Division survey immediately current textbook selection and adoption procedures at local and state levels in order that guidelines may be developed to bring such procedures into line with the objective of providing students with current, authentic, and adequate materials of instruction.

MASS MEDIA

We commend the mass media for beginning to present a positive image of Negroes in programs and publications. We call upon the mass media to expand this effort and, in addition, to extend this effort to other minority groups, particularly American Indians, Italian-Americans, and Spanish-speaking Americans.

IMPLEMENTATION

We, as participants in this conference, declare our firm intention to use every possible means at our disposal to implement these resolutions. We urge that the positive benefits of this Conference be continued through similar local, state, and regional conferences held across the country.

CRITERIA FOR THE SELECTION OF TEXTBOOKS

In developing any criteria for the selection of textbooks, we must consider the audience to whom the material is addressed. Textbooks selected should include all minorities—we list racial, ethnic, religious. Any criteria must be applied in all curricular and content areas.

To establish more specific criteria, we offer a series of questions:

1. Does the author develop the role of minority groups in a scholarly, factual way?
2. Does the text meet the basic philosophy of our democratic society—particularly as it relates to civil rights?
3. Does the text demonstrate consideration for human relationships and respect for the dignity of all?
4. Does the text depict and illustrate adequately the multi-ethnic character of the United States?
5. Are stereotypes—racial, ethnic, and religious—avoided?
6. Is the approach to the subject matter realistic? Are materials about minorities chosen for their relevance? Are they woven into the fabric of the book or included as inserted afterthoughts?
7. Is the text nonsectarian?
8. Does the text include the unique contributions of various minority groups or does it just present general, categorical descriptions of these groups?

Selection committees should be representative of all professional, educational personnel; if there are advisory committees, these should also have representatives of the ethnic or other minority groups in the community.

Learning Materials and Minorities

Dr. John S. Gibson, Director
Lincoln Filene Center for Citizenship and Public Affairs
Tufts University

— WHY ARE WE HERE? —

We are here because we have all felt a keen need for a more realistic picture of American life and history in the instructional materials our young people use in the schools.* We are not here to castigate the publishing industry, textbook authors, or anybody else. I think all of us share the blame. We do admit that over the years we have failed in writing and disseminating materials which truly advance education for democratic human relations. But we also accept the challenge of creativity, scholarship, and cooperation in preparing tools for learning which can significantly contribute toward the development of the open mind and democratic behavior in human relations.

SOME GOALS FOR CHANGE

In accepting this challenge to improve teaching about race and culture in American life the Lincoln Filene Center, with support from the U.S. Office of Education, has undertaken the development of instructional materials and teaching strategies. I think you will agree that our goals for this program are ideals which we all share. It is our hope that our project will increase the likelihood that—

1. There will be a reduction in stereotypic thinking, prejudice, and discriminatory behavior.
2. Both positive self-images and positive group images will be developed among children of minority groups.
3. The members of the majority will realize the richness of cultural diversity in our society.

CONTEXT FOR CHANGE: THE FUTURE LIES AHEAD

We're concerned not only with what happens in 1967 or 1970 or 1975; we in education must be concerned with the 1980's, the 1990's and the 2,000's so that today we will be able to equip our young people for the challenging, but terrifying, world of tomorrow.

In less than a generation, 85 to 90 percent of our population will be concentrated in urban-suburban centers and the vast majority of inner-city residents will be minority group members, especially Negroes. The power that is being unleased by advances in science and technology is increasing our capacity both to preserve and improve human life and to destroy it. The pace of intergroup activity at all levels of society throughout the world will constantly accelerate, and the minority status of the white man will become increasingly obvious.

— PERSPECTIVE ON INTERGROUP LEARNING —

THE ENVIRONMENT: THE WORLD OF THE CHILD

In discussing "Perspective on Intergroup Learning," I would like to mention some of the things we have learned during our research at the Lincoln Filene Center. I would agree with McLuhan that all children receive far more instruction outside the classroom than within it. Therefore, we're not confined to talking about tools for learning in the classroom. We're concerned with all kinds of messages that make the mind grow and develop.

THE PROCESS OF SOCIALIZATION

When we discuss socialization, we're talking about how people learn. In our research we discovered that the ages between 5 and 13 are far more critical in terms of affective development, the formation of values and attitudes, than we had previously realized.

INTERGROUP SOCIALIZATION

I would also like to relate some of our findings about how children are socialized in terms of race relations.

Generally speaking, at the age of four, the Negro is keenly aware of skin color; shortly afterwards, he is familiar with the unfortunate implications of a dark skin in terms of occupation, housing, education, and status in the community. The Negro becomes "aware of the liabilities" earlier than white children. Heroes on television, in government, and in advertising (a massive, influential device) are prepondrantly white.

In many cases, the member of the minority group thus tends to lose self-respect and to develop negative self-concepts and even, in some cases, patterns of self-hatred. Negro and white children tend to internalize negative evaluations of Negroes and positive appraisals of white people. Some Negro children wish to be white.

The child of a minority group tends to develop negative views of the school, a negative view of education, and the attitude that the instructional materials are not for him. The academic performance of this child is often, therefore, predictably and understandably poor.

** This is a summary of Dr. Gibson's speech. The full text is available from the NEA Committee on Civil and Human Rights of Educators—single copies free while the last.*

What Medium and What Message?

— THE CHALLENGE TO EDUCATION

THE TOTAL CONTEXT OF THE SCHOOL

The school is the principal agent of socialization in our society which can counteract the messages received by all children that are incompatible with democratic human relations. Moreover, "the school" includes instructional materials, teachers and teaching, curriculum structure, administration, governmental structures and authorities shaping educational policy, and ancillary research and development.

INSTRUCTIONAL MATERIALS

In considering instructional materials, we must realize that merely altering the illustrations is not enough; we must be concerned with the content of instructional materials in all areas of the curriculum—not only in the social studies and readers. The content must be accurate, and we must destroy spurious conceptions about race, such as the notion that undesirable behavior traits are caused by biological differences.

Let us bring into instructional materials the realities of everyday life. The extent to which these materials fail to reflect reality may well be the extent to which many young people will reject what is being presented in the classroom. Instructional materials should present *attainable* heroes for *all* students and help young people to participate actively and creatively in the learning process.

TEACHERS AND TEACHING

There is a tremendous "retooling" job to be done in both preservice and in-service teacher education so that teachers will be prepared to teach about racial and cultural diversity.

The way in which the teacher uses instructional materials is, in many respects, as important as the materials themselves. Teaching involves the creation of new areas of awareness or sensitivity to elements in a situation which were not "seen" or perceived before, or which were seen or perceived in a distorted manner. Films and other visual and innovative materials which are mobile and easily handled should be used not only for the presentation of accurate factual material, but also as springboards for discussion in the classroom.

THE CURRICULUM

Teaching about intergroup relations should begin in the elementary grades. Regarding the affective realm in education, if the child is not reached during these critical years, he probably will not be reached at all. Research shows that the more a child matures, the less he can be influenced in his values and attitudes.

ADMINISTRATION

Dedicated support by school administrative officials for authentic teaching about democratic human relations and sophistication and wisdom in the selection of instructional materials are vital components of our mutual task. It would be encouraging to see administrators and school officials participate more in institutes and programs about intergroup relations.

GOVERNMENTAL AGENCIES AND AUTHORITIES

We all hail the federal government's strong support for more competent teaching about democratic human relations. Particularly significant have been the numerous programs of the U.S. Office of Education and the hearings before the Ad Hoc Subcommittee on De Facto School Segregation of the House Committee on Education and Labor.

Although some state departments of education have also done an outstanding job, the whole picture at the state level is very mixed. Local school boards have taken a genuine concern for the problem at hand—but not nearly enough, especially in those affluent communities where the job of teaching white students may be far more critical in intergroup relations than teaching Negro students.

RESEARCH AND EVALUATION

There is a vast need for more research in the area of teaching about intergroup relations. As teachers and educators, we are too often guilty of not evaluating what we are doing, or what we think we are doing, to influence the minds of young people.

I think it is the obligation, not only of the federal government, but also of textbook publishers to allocate some of their very valuable resources to the kind of research that is absolutely necessary in order to make their products more meaningful to the children in the schools. In the past, the burden of research has fallen too heavily on the colleges and universities.

— WHERE DO WE GO FROM HERE?

In my own case, as one engaged in research and teaching, it is my duty to apply the highest standard of scholarship to the development of instructional materials which will contribute toward better teaching and learning about intergroup relations.

I would hope that those engaged in the vibrant and democratic civil rights groups would continue to demonstrate to educators and the public the job that must be done in order to make the ideals of American democracy a reality in our nation's life.

Double standards for publishers must be absolutely rejected, and I think they are being rejected. I am excited and heartened about the new books that are coming out, [illegible]ar as the visual is concerned, and I hope that the content will likewise [illegible] provocative and constructive.

I think all of us should work for the political action at the local, state, and national levels that is needed so that the schools can adequately perform their task.

Finally, I do have a huge measure of optimism about the road ahead, provided all of us go down it in a spirit of cooperation, realizing that education is our main hope for making the ideals of democracy realities in our everyday lives.

Educators – Publishers –

PANELISTS:
(as they appear in the adjacent picture—from left to right)

LOUIS J. McGUINESS — Assistant Chief, Program Development Compensatory Education, U.S. Office of Education

ROBERT McNAMARA, Jr. — Vice President, Scott Foresman and Company Co-Chairman, NEA-ATPI Joint Committee

MARY LOU DENNING — Title I Coordinator, Lowell, Massachusetts

ROBERT GREEN — Education Consultant, SCLC and Follett Company Associate Professor of Education, Michigan State University

ELIZABETH KOONTZ, Moderator: — Immediate Past President, NEA Dept. of Classroom Teachers Teacher, Salisbury, N.C., Public Schools

HELENE M. LLOYD (not pictured) — Acting Deputy Superintendent, New York City Public Schools

WHAT'S THE TEACHER GOING TO DO WITH MULTI-ETHNIC MATERIALS once they're in the classroom (and they're not yet in many classrooms)? For many teachers, multi-ethnic materials and the responsibilities that accompany them are their first active confrontation with the issues of equality, civil rights, etc. The teacher needs help in using these materials correctly.

. . . MARY LOU DENNING

HELENE LLOYD:

Our school system has a big campus program involving 42 colleges that are training our prospective teachers, and one of the areas of focus is to see that these teachers in training do learn how to use multi-ethnic materials.

ROBERT GREEN:

I'm involved in a teacher training program at the four universities in Michigan which train about 85 percent of the state's teachers. At the present time, looking at what is being taught at these universities, there are only two courses offered that might be in a way related to the problem of providing quality education for disadvantaged youth.

When I look at the difficulty we're having in providing the sort of training at the university level that's related to building democratic attitudes, then I can readily understand why students who become teachers and eventually administrators can readily feed into publishing companies the notion that we're not ready to accept textbooks that are integrated. I think we in the field of education have an obligation to let colleges of education around the country know that they have not met their responsibility and are not moving as rapidly as publishing companies are moving today.

DENNING:

Give the teachers training. Remember, it's what we do with the children and with multi-ethnic materials that really counts. It's what we do in the classroom because that's where the action is.

IT WASN'T BECAUSE PUBLISHERS FEARED THAT ANY ONE BOOK WOULDN'T BE BOUGHT by schools who didn't like it. There was the fear that if a company lined itself up on the side of fair treatment of minorities, none of its books would be purchased in a very large geographical area. Speaking personally, I feel that's why we haven't had adequate representation of minorities over the years.

I think the school desegregation decision and even the relatively slow progress since have given us what the cliché sportscasters call "a whole new ball game." Publishers are no longer in the position of propagandizing for a changed state of affairs in the schools if they treat the minorities fairly; and I can speak for many of us when I say, "We're delighted to be thus liberated."

. . . ROBERT McNAMARA

LOUIS J. McGUINESS:

I bow to nobody in my appreciation and understanding of the economic power and ax handle or fulcrum that big city boards of education wield if they're willing to talk turkey to textbook publishers.

McGUINESS:

I am just delighted. I think maybe the millenium has come. Maybe the New York system is finally going to mean what it said in the manifesto it published in 1962—and if in 1967, '68, and '69, they spend their money the same way, I think even the textbook publishers will finally get the message.

LLOYD:

We had representatives of 83 companies in our office on Friday. We did put it on the line. We stated that unless they come up to specific standards, materials will not be listed. We also said that if materials are not forthcoming to meet our needs, we will have to publish. And when a big city system, with 1 million children and with the money that we have at our command, says that, we do mean business.

McNAMARA, JR.:

Now certainly economic realities are extremely important, but you know publishers are people. They're a lot of wonderful editors who've wanted to do things for years that the boys sitting on the moneybags haven't been willing to let them do. Really now, Mr. McGuiness, we like money, but we also love each other, and we don't need to talk about ax handles and scaring people. Let's talk about there being money in doing the right thing.

HELENE LLOYD:

Perhaps we in education haven't gone as far as we can go. Perhaps we need to say to the publisher, "Let's get together; here's the first meeting date and time and place."

What are

Government – Civil Rights Groups

THE FEDERAL GOVERNMENT, AS REPRESENTED BY THE OFFICE OF EDUCATION, DOES INDEED HAVE A SIGNIFICANT INTEREST IN THIS AREA, since tremendous sums of federal money are being spent on textual material by local school districts. Is this federal money being spent to miseducate our children? Is it buying still more prejudice and intergroup conflict in this land which can ill afford any more intergroup conflict?

Such use of federal funds could, in my opinion, be in violation of the Civil Rights Act. However, without question, it is contrary to the announced purpose of all federal educational legislation, which, very simply, is to provide additional resources for improving the quality of education in America. I do not personally feel that subsidizing bigotry with federal funds does anything for upgrading American education. . . . LOUIS J. McGUINESS

ELIZABETH KOONTZ:

Speaking of buying and what big city systems should do—what about this big system that spends $300 million for materials. What is it going to buy?

McGUINESS:

I'm afraid you know what it's been buying, and I think the product suffers by scientific analysis . . . that some of it's downright nauseous. However, we have no control over this money, generally speaking, after it leaves the federal treasury; it's spent through states or local districts.

DENNING:

I'd like to speak to that, because I am a Title I coordinator, and I am concerned with spending some of that money—and I'd like to let you know, Mr. McGuiness, that I think the money is being spent very wisely. I have to search for good multi-ethnic materials, like everyone else; but there are lots of other things available that are very helpful in working with disadvantaged children the way our programs do.

We look on Title I money as seeds for change. Now, I'm operating in a very insulated city, and the Title I programs have shaken up this city and have shaken up the whole educational department. If anything, we're not preserving the status quo.

The comments on pages 6, 7, and 8 were not extracted from statements prepared in advance by the panelists; they are from a transcription of remarks made during the panel discussion.

their Roles?

A MAJOR ROLE THAT CIVIL RIGHTS ORGANIZATIONS are beginning to assume is to work very carefully in an advisory role indicating to publishers and writers and to boards of education which textbooks are giving a fair and accurate interpretation of the role of Negroes and other minorities in our society. If we look closely, we can see that other minorities, such as the American Indians and Oriental Americans, have also been systematically excluded from textbooks.
. . . ROBERT GREEN

HELENE LLOYD:

I think we in the schools have to do a better job of meeting with our community groups and our civil rights leaders and find out what their thinking is. We must find ways of bridging the gap between our community people who represent minority groups and the schools and the publishing houses.

This is what we've tried to initiate with a new program of publishers' and districts' adopting one another. We began this program just this February in two large districts in Manhattan that have minority groups. This means that each publishing company will concentrate its work in a single district. The publishers will go into the schools to observe, and they will give teachers a chance to raise questions and react to materials that are on the drawing board—rather than waiting to bring out materials and have us say, "This does not meet our needs."

GREEN:

Civil rights organizations, PTA groups, etc., have a responsibility to encourage and support publishing companies who are moving in the right direction. If publishing companies are not moving in the right direction, this should be known; and they shouldn't be patronized.

LLOYD:

There's a great deal to be done, and it's going to take a very strong union of community people, textbook publishers, and educators. And, I hope many of us leaving here today can put ourselves behind this unity and move a little more actively in the area of production—working with established publishers, because they have the wherewithal that should be utilized to get the thing done that should be done about the role of minorities in textbooks.

DO WE NEED..
Special Emphasis? Multi-Ethnic Texts for Everyone?

ONE MAJOR ISSUE IS, "WHAT KINDS OF COMMUNITIES should use multi-ethnic materials?" However, a suburban administrator recently declared: "It's wonderful that these materials are being published; they're certainly needed, but we don't have that problem." . . . MARY LOU DENNING

ROBERT GREEN:

If we're concerned about developing democratic attitudes on the part of white youngsters—and to a great extent, many of these white youngsters will be in power positions one day—then they need this same basic information. As a matter of fact, they may need the information more than Negro youngsters; I feel that the attitude we must change is related to an outlook that's basically undemocratic and very much a part of the style of life of many middle-class, upwardly mobile, white, Christian youngsters.

DENNING:

We still have to convince adults that suburban children should use these materials—that they too have a right to know about their fellowmen.

"I'M NOT PREJUDICED—some of my best friends are white, upwardly mobile, middle-class Protestants." . . . ROBERT GREEN

ISN'T IT TRUE THAT NEGROES WANT INTEGRATION . . . acceptance like other people? Then why ask for special treatment? . . . ELIZABETH KOONTZ

GREEN:

We're not asking publishers to paint George Washington and Thomas Jefferson black. We're asking textbook publishers to give equal time to Daniel Hale Williams and let Negro and white youngsters know that he performed the first successful heart operation. We're also concerned with letting youngsters and adults know that that *third rail* in New York City that electrifies the entire transit system was developed by a Negro. Now that's "Black Power."

ROBERT McNAMARA, JR.:

Dr. Green has given us a very interesting example from which to discuss a real problem. Now I think the third rail is extremely interesting; but in a 700-page United States history book, it would seem to me, whether the inventor of the *third rail* was a white American, a Black American, an Oriental, or you name it is not sufficiently important to be included—unless your purpose in including it is to make it clear to the readers of the book that the Negro-American did make an important technological contribution.

LOUIS J. McGUINESS:

I'm very glad you identified that text as a history book, and I'm very glad you identified it was 700 pages. I think you'll find that modern scientific, socioeconomic, and cultural research shows that many of those 700 pages are filled with "blah," trivia, and myth.

HELENE LLOYD:

If an incident were not in proportion to the type of book being written, it should not be included, in fairness to the minority group itself. However, there are plenty of other incidents that would be worthy of inclusion in relation to all minority groups that are not being put into textbooks. So I don't think we have to take time to consider the third rail, which I think was suggested by our colleague to perhaps add a little spark to this discussion.

McNAMARA:

I couldn't agree with you more. The incident in itself is trivial. The question of balance, which you have expressed very well, is not trivial.

GREEN:

My concern is not with calling in special events in terms of being Negro events—but significant contributions made by Americans who happen to be Negroes. And this is needed to bring about a change of attitude. Now there may come a time when our society will have structured the sort of democratic attitudes that will eliminate the need to teach youngsters that all Negroes were not cotton pickers in the fields of Georgia.

MARY LOU DENNING:

I'm firmly on the side of "overcompensating" right now. I think the *third rail* should be in the history books, and I think we should go this way for quite a few years before we begin to taper off. We can get off the hook. There's been enough rationalization. It's time to act now.

Negro History Week Display, NEA Headquarters Lobby

Singin' and Dancin' on the levee

Integrated Textbooks and the Invisible Negro

Congressman John Brademas
Democrat of Indiana

> I am an invisible man . . . I am a man of substance, of flesh and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me.

Negro novelist Ralph Ellison leapt far ahead of most of us when he wrote this passage of *The Invisible Man.* Until recently, for most Americans, the Negro simply did not exist. At best, we saw him in one of several stereotypes—one of our favorites being the happy laborer, singin' and dancin' on the levee.*

Several recent studies have illuminated the distressing picture of minority groups presented in widely used texts. Six historians at Berkeley, for example, made the following comment on seven histories used widely in the schools:

> In their blandness and amoral optimism, these books implicitly deny the obvious deprivations suffered by Negroes . . . In several places they go further, implying approval for the repression of Negroes, of patronizing them as unqualified for life in a free society.

Last year, the Education and Labor Committee of the House of Representatives turned its attention to the instructional materials used in the schools and to the treatment in these materials of minority groups. Last August and September, the Ad Hoc Subcommittee on De Facto School Segregation held five days of intensive hearings. Today, I shall describe briefly the findings of these hearings and suggest some of their implications for educators.

The first finding is that federal control of the content of school books is neither legally possible nor desirable, but, to quote the summary: "Leadership and guidance from the Federal Education Offices are both desirable and necessary." I might add that leadership from state offices and national educational associations is equally, perhaps still more, desirable.

A second finding of the Committee hearings is that most states and most publishers have begun to give serious thought to the need for textbooks which are integrated and have more authentic content. According to *Publishers Weekly,* the influential journal of the book industry, "publishers have been active in producing integrated texts since the early 1960's."

Yet, the *Weekly* went on to say, "The impression created at the hearings was that those new books have not, as yet, made much of an impact in the educational market place. Their adoption and use so far has been spotty . . . integrated books have not yet reached the level of the neighborhood school.

Third, the hearings did not satisfactorily still the doubts of Congressmen and others on the subject of dual editions, one for the North and one for the South. Nor did the hearings fully quiet fears that textbook integration was too often no more than a question of changing the color plates on a few illustrations from white to brown.

Fourth, greater collaboration among authors, historians, educational specialists, librarians, and staffs of publishing houses is essential and is, to some extent, under way. Moreover, I felt the hearings indicated a deeply felt need in the publishing industry for help from minority groups; from the schools; and from the teachers most seriously affected by the problems of racial strife, the urban ghetto, and the culturally disadvantaged.

Having summarized some of the major points which emerged from the hearings, I should like now to suggest a few of their special implications for educators.

In order to explore effectively the issues raised during these hearings, educators and educational associations should, in my judgment, carry on activities like this conference across the country.

Educators themselves should be the most vocal group in the demand for new textbook content, and they must better prepare themselves for evaluating and discriminating among competing textbooks and other offerings of instructional materials. Let me suggest that schoolteachers should be more active in helping publishers prepare texts.

I raise the question: To what extent are state departments of education, schools, and teachers taking advantage of presently available federal programs which could help them improve the quality of materials in the classroom? One of the principal concerns expressed at the hearings was whether educational material was especially directed toward disadvantaged children, minority group or not.

The hearings are significant, and only partly because they deal with an important and delicate subject. I suggest that they are doubly significant because they illustrate the faith with which Americans turn to our schools and to education generally to deal with burdensome social conflicts.

** The full text of Congressman Brademas' speech is available from the NEA Committee on Civil and Human Rights of Educators—single copies free while they last.*

Dr. James Nabrit, Jr.,
President, Howard University

Man has

OUR TEXTBOOKS HAVE NOT BEEN REALITY ORIENTED. They have failed to present the multiethnic nature of society. In the past, Negroes and other minority groups have been either portrayed in terms of stereotypes or excluded.*

Another weakness in this area lies in placing favorable materials about Negroes or accurate information about Negroes in books for use only by Negro students while a pressing necessity requires that these materials be integrated into textbooks for all students. When I say this, I am aware of the problems of publishers thinking of use of their books in some Southern states. Of course, publishers should heed the warning that some schools, like those in Columbus, Ohio, are publishing their own textbooks.

The last 15 months and my work at the United Nations have been very sobering for me. For I have, at a quite significant time in my life, come to realize in rather concrete and shocking terms, the magnitude, variety, and depth of poverty, ignorance, disease, and suffering all over the world. And I have come to believe that our greatest danger is not from the threat of nuclear destruction nor even from systems of government founded on the Communist ideology, but from our failure to overcome barriers of cultural and other differences among people and nations—barriers that make understanding and mutual respect, cooperation, and improvement of mankind almost impossible to achieve.

The basis for my position is not the conflict in Vietnam, nor the role of Communism in our present woes. These are only artifacts. The real foundation for my remarks is enveloped in the great change in the world's structure which has brought into existence a host of new nations, nations inhabited almost wholly by people of color. We must be equipped to deal with these two billions of peoples with a knowledge of their culture, language, and religions and without condescension or racial or color prejudice. Therefore we, of necessity, should begin by giving these people fair treatment in our textbooks.

One such textbook published in 1956 was still being used in the New York City schools last November. This book does not mention Negroes. In talking about the people who made up the "melting pot," it lists the Dutch, English, Italians, Russians, Poles, Germans, Chinese, and Japanese and other Asians as well as "about half a million people who came from Puerto Rico."

In the past, this account, taken from the *New York Times*, goes on, people of similar background used to live together but "people who come to New York City are now moving to all parts of the city. . . . Only Chinatown continues as a separate community." It must make the Negro youngster from the Harlem and Bedford-Stuyvesant ghettoes wonder about their share in the city.

But the publishers of this same book offer a second lesson. Having published one book in which no Negroes appear to live in New York, they have come up, just 10 years later, with a new book which may give children the impression that the Negroes were virtually alone in shaping the city's greatness.

In this book, the reader finds in unbroken succession the following chapters: "Outstanding Negroes," "Well-Known Negro Singers and Entertainers," "Negro Poets and Authors" and "Other Well-Known Negroes." After this avalanche and two chapters on Puerto Ricans, there follow two paragraphs on "New Yorkers All," which include the statement: "Many Negroes, Italians, Irish, Puerto Ricans, Jews, and other groups left their homes and came to New York. They were looking for a better place to live. . . ."

They may also look for better books to tell their story. Overcompensation in atonement for past omissions is no more an example of good history textbooks than were the thoughtless books of the past.

The problem underlined by this possibly extreme example is that of a fundamental weakness of textbook writing—instead of relying on an informed point of view, it often reacts to pressures and popular opinions. The result then is a book that offers either too little or too much, usually too late.

We must be prepared to move dynamically to ensure the eradication of educational inequities based on racial and other differences and prejudicial attitudes, which stem from distorted views of minority and foreign people as presented in our instructional material. The effects of these problems are as debilitating for the majority as they are for the minority in our country. No nation can afford to utilize only a part of its human potential.

* *This is a summary of Dr. Nabrit's speech. The full text is available from the NEA Committee on Civil and Human Rights of Educators—single copies free while they last.*

never been an island

ALTHOUGH NEGROES HAVE BEEN AND CONTINUE TO BE THE MOST SEVERELY ALIENATED GROUP IN THIS COUNTRY and perhaps stand to gain most from Civil Rights legislation and federal uplift programs, they are not the sole beneficiaries of social and political reform. The attention Negroes have directed to their own deprivations have exposed the needs of many other Americans. The Negro who marched for his own cause also inspired Congress to appropriate funds to aid white people in Appalachia. We see similiar results at the state level. Not long after President Johnson spoke so eloquently in presenting Congress with a voting rights bill so that Negroes in the South could gain the ballot, the state of New York passed legislation so that thousands of Puerto Ricans, also Americans, could vote. The demands of Negroes for improvements in ghetto schools and for integrated education are causing American educators to realize that maybe even white children aren't learning as they should in our public schools. In other words, "Johnny who can't read" is white as well as Negro, and Puerto Rican as well as Indian.

Citing in more specific terms what I consider to be some of the most crucial issues, I begin with books. We can estimate with reasonable accuracy that for the past several years, 2,000 books have been published annually for children and young people. But until very recently, few, if any, attempts were made in these publications to portray accurately multi-racial and multi-ethnic societies made up of many kinds of people and many kinds of subcultures—peoples who differ on the basis of color, religion, nationality, race, outlook, traditions, mores, and life types.

Many studies, including that in 1949 by the Council on Education, have found little support in textbooks for a democratic perspective. In evaluation of the very uneven improvement of multi-ethnic content since the early studies, it was found that there are still only a few books within each subject which give a realistic and constructive portrayal of certain minority groups; it was also found that these texts which presented minority groups adequately were less widely adopted.

Not only are many groups of persons left out or misrepresented, but no attempt is made in the majority of books to teach intergroup relations; this affects not only intergroup relations in school, but also human relations at home and abroad.

I want to emphasize that one major result of the use of defective materials about people in this country and other lands in our textbooks is the creation of a nation whose people are terribly uninformed, naive in world affairs, and unprepared to deal with the complexities of a world replete with emerging nations. America is not self-sufficient enough in this world of competing ideologies to risk the alienation of 2 billion colored people because of ignorant selection of materials. Certainly, if we do not improve in this respect, our social and political ills, both foreign and domestic, will eventually rise to exceedingly dangerous levels.

We must, therefore, move swiftly to change those situations and institutions over which we exercise control. We must change or books, our materials and our programs now in use in order to have an eventual constructive impact on attitudes which can lead to harmonious relations and to a world where peace and goodwill are realities, not myths.

MAN HAS NEVER BEEN AN ISLAND UNTO HIMSELF. The shores of his concern have expanded from his neighborhood to his nation, and from his nation to his world. Free men have always known the necessity for responsibility. A basic goal for each American is to achieve a sense of responsibility as broad as his worldwide concerns and as compelling as the dangers and opportunities inherent in them.

Oh, Mystery, whom we call by different names, bless us and the bread we break together. Be our light and way as we search to present the truth in love. Speed our social revolution peacefully.

Help us to recognize you in every human being. Confucius taught to do unto others what you would have others do to you. The Hebrew Scriptures recognize the rights of strangers. Christ, who has an immigrant and slaves among his human ancestors, lived in a pluralistic society, under Roman rule, surrounded by Greek cities. He was taken in haste to Africa—a displaced person before he was three—and returned to embrace all in his teaching, healing, and sharing of divine love. Our American Indians adopted captives.

Let us realize that truth and justice are the foundations of citizenship and that without them, any mention of fellowship is hollow and false. . . . Amen

Invocation offered by Mother Mary O'Callaghan from Maryville College of the Sacred Heart.

FROM THE CONFEREE'S NOTEBOOK

"Textbooks should 'tell it like it was.' Historical treatment of the Negro should give students some idea of why there is now a 'Negro problem.' "

"Negro history should not be taught separately, but as part of American history. Eventually, we're going to get at the truth of 'white history' also."

"Whatever future waits the Negro awaits America."

"Other minorities share the same disadvantages that Negroes face. The Negro has the advantage of being listened to today. Negroes, therefore, can pioneer in this area and should be broad enough to include all minorities in their recommendations.

Dr. Charles Wesley, Chairman, Negro History Workshop

IMPROVING THE TREATMENT OF NEGRO HISTORY

We should begin immediately to teach Negro history at every academic level, starting with kindergarten or preschool; there is also a great need for adult education in Negro history.

Discussion of the Negroes' African background is necessary so that their heritage, as well as that of the Pilgrims, will be understood. The contributions and accomplishments of Negroes should also be included in such courses as civics, economics, and science, as well as history.

Libraries should buy up-to-date materials on minorities. Supplementary materials, such as paperbacks, are needed to compensate for the deficiencies in some of the texts currently being used.

IMPROVING THE TREATMENT OF OTHER MINORITIES IN HISTORY TEXTBOOKS

These "other minorities" include, among others, the American Indians, the Puerto Ricans, and the Mexican-Americans.

We offer to the conference and the NEA a resolution, a suggestion, and a challenge:

Resolution: WHEREAS, The discussion groups on other minorities conclude that history textbooks contain both errors of omission in the treatment of American citizens of minority groups as part of the nation's history and errors of commission depicting fictionalized history about the contributions of these groups; and WHEREAS, It is concluded that there is a genuine shortage of appropriate history texts and other instructional materials which adequately portray minority groups in our history; and WHEREAS, It is firmly believed that members of the teaching profession, in and by means of the NEA, will be able to identify the needed additions and refinements in history textbooks; and WHEREAS, The education profession should maintain rapport with the textbook publishing industry and various agencies representing the will of the people of the United States; **Therefore, be it resolved,** That the NEA be urged to create a continuous bridge between professional educators and textbook publishers and authors, so that deficiencies in the treatment of minority groups in history textbooks will be rapidly eliminated.

Below:
Eduardo Pena, Jr., Chairman, Workshop on Other Minorities

Suggestion: We ask NEA to support the development of a Mexican-American association, which is greatly needed to document and publicize the real history of the Southwest and the contributions made to its development by its original settlers.

Challenge: NEA should accept its responsibility in taking the lead and include these other minorities in its publications and its activities in Washington and throughout the country.

Workshop Reports

TREATING RELIGIOUS GROUPS IN PUBLIC AND PRIVATE SCHOOL TEXTS

We must have objective history texts which tell the whole story of the impact of the churches on American life and let the "chips fall where they may." If history texts dealing objectively with religion are to be written, we must work through organizations to make communities ready for these books. It will be necessary for the National Conference of Christians and Jews, the Anti-Defamation League, and all of the other groups working in the community to prepare the way for this kind of textbook; very few publishers will be willing to publish such a book unless they feel that it is going to be accepted.

We propose that funds be sought for the National Council for the Social Studies to conduct a study and prepare a curriculum publication on the treatment of religion in social studies textbooks. Consultants from agencies not belonging to the Council should assist in the study. Part of this work has already begun with a study of religion in social studies which was done by the National Conference of Christians and Jews working with the social studies curriculum in the Pittsburgh public schools. This is a clear demonstration of how we can work not only within the framework of the Supreme Court decision, but also carry out the decision; because certainly the decision, which forbade the saying of a nominal, nondenominational, nonsectarian prayer, opened the door to teaching about the whole impact of religion on American life.

PREPARING INSERVICE TEACHERS TO USE MULTI-ETHNIC TEXTS

Most people, including educators, are unaware of the new materials that we are talking about. We would, therefore, urge NEA and other agencies, such as the NAACP, to provide them as roving exhibits to be available at every professional educational meeting.

We would like to call upon all members of the profession to use the resources they have available to help educators and the public know of these materials. Moreover, we would like all of our associations to have meetings and workshops devoted to the materials in all content areas during their conferences.

We would like local, state, and regional conferences to be called by the appropriate educational organizations and agencies to deal with the inservice needs of teachers. In order to motivate administrators to request or require these workshops and teachers to want them, we must take concrete steps.

Dr. Jean D. Grambs, Chairman, Workshop on Inservice Teacher Preparation

James Eagan, Chairman, Workshop on The Treatment of Religious Groups in Textbooks

IMPROVING THE TREATMENT OF MINORITIES IN TEXTS FOR TEACHERS COLLEGES

The Department of Higher Education and the Association for Supervision and Curriculum Development or other NEA divisions should organize a task force, financed through a foundation fund and including knowledgeable people from all minority groups, to draw up criteria to be presented to the professors and publishers who would then prepare and publish the books and other instructional materials to be used in colleges.

This task force should also conduct a pilot program to test some of its materials; this would require cooperation of colleges and community groups. An immediate project for this task force would be the compilation, evaluation, and dissemination of material currently available.

We should encourage college students to become involved in research concerning the treatment of minorities in textbooks.

"The problem of preparing teachers to use integrated materials is a superficial one. The problem is one of preparing teachers to teach students to live in a pluralistic society."

"Teacher training institutions in general militate against 'good' teacher preparation."

"Perhaps it is too much to expect a commercial publisher to spend a quarter of a million dollars for a totally innovative textbook, but somebody should do it. What a textbook it would be if major problems were left open as they actually are rather than 'resolved.' Such an idea presupposes intelligent teachers."

"The problem of prejudicial and stereotypic thinking is in part a result of a fundamental weakness in American education. Our schools generally fail to encourage intellectual curiosity, independent thinking, or individual value judgments."

IMPROVING THE TREATMENT OF MINORITIES IN MASS MEDIA

We wish to extend commendations to mass media for the present improved treatment of minority groups, and we recommend that opportunities be increased for minority groups to serve in editorial as well as reportorial roles.

To take further advantage of the opportunity which the media are presenting to minority groups, we recommend that the leadership of these groups make every effort to understand the nature of mass media problems in handling news; the individuals in their local situations who are responsible for the publishing, editing, and writing of the news; and the procedures by which news is prepared and presented.

We also suggest that all professional associations and civic groups sponsor workshops in public relations.

Odell F. Grady, Chairman, Workshop on Teaching Materials for the Physically Handicapped

IMPROVING TEACHING MATERIALS FOR THE PHYSICALLY HANDICAPPED

Adequate training for working with handicapped children should be given to all teachers in order to prepare them for normal classroom situations which include handicapped students. Teachers should be capable of promoting effective acceptance of the handicapped in the classroom.

Continuous communication betweeen special education and vocational agencies is essential.

There is an urgent need for more educational institutions to undertake the training of teachers for the handicapped. Although the demand for these teachers far exceeds the number available and experts predict that this gap will increase, there are not more than 300 colleges and universities in America involved in this field.

Clymathes B. King, Reporter, Workshop on Minorities in Mass Media

A MORE REALISTIC APPROACH TO AMERICAN SOCIAL PROBLEMS

In this case, we cannot call the publishers or producers of materials to task. Essentially, this is a problem that involves the teacher himself—the kind of teacher we have, his knowledge of social problems, his sensitivity to them, and his commitment to their solution.

The community approach to education should be stressed. School personnel should make an effort to meet with all parents at their convenience and to visit the students' homes. Professional organizations on the local level need to be committed to acquainting the public with social problems, with what schools can do, and with how teachers can deal with these problems in classes of young children.

Teachers ought to show more concern for the fact that the classes they teach are still 90 percent segregated.

Although materials of instruction help, the teacher is the key.

"Texts should not be dogmatic; they should also be free of useless and insipid generalizations."

"What can be put into textbooks and other teaching materials that will indicate the existence of social problems deeper than the treatment of minorities?"

"Educators can no longer wait for housing and employment problems to be solved to bring about integrated schools. Teachers who are in the position to see the evils of segregation upon children must exert all possible pressure upon the civic and national community to establish study and action programs for resolving the grievous problem of de facto segregation."

"Giving the slum child a dream is not the same as imposing middle-class values on him."

"Some literature should deal positively with the child who does not have the 'ideal' two-parent home."

"Education is too important to be left entirely in the hands of educators."

Dr. V. Phillips Weaver, Chairman, Workshop on Realism in Social Problems

IMPROVING NONPRINTED TEACHING MATERIALS

We defined these as being primarily visual materials, but also audio and manipulative materials. The basic problems concern primarily ourselves—the members of the teaching profession. Too many educators are ignorant of the existence of these materials; however, we were assured that there are plenty of materials available and that the publishers, when the demand arises, will produce a great deal more. In this area of nonprinted materials we find perhaps the most prevalent resistance of the profession to innovation.

To solve these problems, the agencies, the OEO and the others, need direction, and they need to make it clear to everybody that they do need direction. The entire process of the selection of materials and the process of budget making must involve the classroom teacher to a far greater extent; but the teacher must be informed in order to participate effectively in textbook selection.

The Publisher's Quest

Robert E. Egan
Senior Vice-President
and Managing Editor, Silver
Burdette Publishing Company

I welcome this opportunity to talk to you for a few minutes about one publisher's aspirations and what I firmly believe to be the essential honesty of our quest as well as that of all educational publishers.*

We at Silver Burdett are determined that our texts and instructional materials will reflect by text and illustration the contributions made to our society by minority groups. We are equally determined that our text materials will never be psychologically damaging to children of any minority group. All of the resources of the company are directed to these ends. We have, out of a sense of moral and social responsibility, set high ideals for ourselves. And in maintaining these ideals, we can only prosper—for what is good for education is good for business.

Dr. Gibson, in his remarks yesterday, implied that the Ad Hoc Subcommittee of the House Committee on Education and Labor made some startling discoveries. Startling to them, yes—but by no means startling to publishers. It is clear from the testimony of those hearings that textbook publishers are not engaged in price fixing; that they have not made exorbitant profits; that they are not merely profit oriented; and that they have made a prodigious effort to right the wrongs in education that have taken place over the years.

Mr. McGuiness stated yesterday that the modern textbook was full of "blah, trivia, and myth. . . . The product is nauseous." I challenge every word in those remarks. Among the writers employed by our company are an eminent historian of the African peoples and a man considered to be the world's foremost authority on sub-Saharan geography. I doubt seriously that the Twentieth Century Fund, which also publishes these men, and some of the other publishers for whom they have written are accepting "blah, travia, and myth" or that their product is "nauseous." I submit the final judgment to you; the work of these men is available.

I have tried to make it clear that we, as publishers, have committed ourselves unequivocally to improving and accelerating learning and also to developing right attitudes in our readers at the earliest possible opportunity. Why are not these efforts immediately apparent?

For one thing, there is a sizable time lag between the conception of a text and its publication. It may take anywhere from two to four years, depending on the program, for the writing, editing, and production of materials. Perhaps this explains why it is only within the past few years that improvements in texts have become noticeable.

Secondly, because of the nature of the adoption systems in this country, several more years may elapse before a text comes into use in any given school system.

But we cannot afford to be slow in undoing the errors of the past. Publishers have their work cut out for them. But so, too, have scholars, educators, teachers, and administrators. We look to professional scholars in all fields to help correct the inadequacies of our present curricula.

We also look to educational administrators. It isn't enough that a school board or a superintendent make a policy statement regarding the treatment of minorities in texts. It isn't enough that grandiose statements be made about human dignity. Nor it is enough that these statements be made only in those big city systems where there are large minority groups. Educational administrators should give more encouragement to publishers who invest heavily in producing truly innovative educational materials.

Even as we study the treatment of minorities in textbooks, we are far from coming to grips with the heart of the problem, and I do not say this to divert your attention from publishers of educational materials.

We have only begun, in scattered experiments, to grope our way toward successful, imaginative approaches to educating the minority child. We desperately need an emergency education program on a vast scale that must involve experimental curriculums, creative new methods of instruction, and massive guidance and remedial efforts—all with a rapidly escalating educational budget that we as a nation have only begun to visualize with a shudder for our ghettos.

Merely improving traditional text materials is a piddling part of the problem. Needless to say, what errors there are in textbooks and in attitudes reflected therein must be settled forthwith. The best textbook, however, will be inadequate if we do not mount a sustained educational effort.

** This is a summary of Mr. Egan's speech. The full text is available from the NEA Committee on Civil and Human Rights of Educators—single copies free while they last.*

NEW BIBLIOGRAPHIES . . . CURRICULUM . . . AND BOOKS

A Source List for Pluralistic America is being developed by conferee Mrs. Joan Harrigan, who is school library consultant for the Colorado Department of Education. This bibliography of bibliographies and materials will be distributed to all schools and libraries throughout the state. In conjunction with the LARASA (Latin American Research and Study Association), Mrs. Harrigan is also preparing a comprehensive bibliography on the Mexican-American.

Conference participant William J. Edgar, who is director of curriculum, Iowa State Department of Public Instruction, has distributed a bibliography of multi-ethnic materials in Iowa.

Conference participants report that several local school systems are preparing multi-ethnic bibliographies, re-evaluating and revising curriculum and textbook selection, and preparing to teach about Negro life and history. Elementary, secondary, and college teachers are requesting and ordering texts and other materials which they discovered through conference speeches, displays, and literature.

TEXTBOOK CONFERENCE IS NEWS

Conference participants report that in the last few months, numerous articles about the Conference and minorities in textbooks have appeared in newspapers and educational publications throughout the country. Also, newsletters devoted entirely to the Conference have been circulated in several states.

Two conferees—Catherine Lytle, assistant professor of student teaching at the University of Kentucky, and Ken Haller, president, Department of Classroom Teachers of the Nevada State Education Association—appeared on television programs to discuss the treatment of minorities in textbooks.

SPECIAL PROGRAMS FOR EDUCATORS AND COLLEGE STUDENTS

S. M. Heffernan, conferee and professor at Edgewood College in Madison, Wisconsin, has developed a unit on textbooks for a workshop on inner-city education. Twenty-five inner-city schools and eighteen large cities will be represented at the workshop, which will be held this summer in Chicago's inner city and on the college campus in Madison.

Southern University in New Orleans will conduct summer workshops and institutes for PTA workers. In these summer programs, information from this conference will be used to encourage the selection of textbooks that include Negro life and history.

Conferee Mother Mary O'Callaghan, from Maryville College of the Sacred Heart, is a member of a traveling workshop team in intergroup relations. Hundreds of college students at Fontbonne College in St. Louis participated in the workshop there, which was sponsored by the National Catholic Conference for Interracial Justice. This summer, the traveling workshop will be held for teachers in San Francisco.

Another conference participant, Mrs. Bertha Means, gave a comprehensive report of the Conference to graduate students at Prairie View A. & M. College.

Epilogue

Our Fourth National Conference on Civil and Human Rights in Education was called for essentially two purposes. We wanted to give educators, publishers, civil rights leaders, and people in government the opportunity to develop an understanding of textbook problems that would transcend professional and organizational lines. We feel that the preceding conference report indicates that we have certainly begun to develop this understanding.

We also hoped that this conference on "The Treatment of Minorities in Textbooks" would stimulate constructive action on the part of the participants and the organizations they represent. We are very gratified that considerable follow-up activity has been taking place since the conference; yet we know that there is still much to be done. In your reading, the conference goes on.

STATE ACTIVITIES

In Minnesota, the Governor's Human and Civil Rights Commission is planning a state conference on The Treatment of Minorities in Textbooks. The Wisconsin State Department of Public Instruction held a conference on The Treatment of Minorities in Published and Locally Developed Instructional Materials in May.

Representative Curtis Graves introduced a bill in the Texas Legislature urging the state textbook committee to recommend for adoption only those textbooks which adequately portray Negroes and other minority groups. While working on this bill, Mr. Graves had the opportunity to use materials from the Conference, which he obtained from conferee Mrs. Bertha Means.

The Inter-Racial Committee of the Delaware Education Association has officially requested that the state Department of Public Instruction undertake the project of developing criteria for the selection of textbooks and has volunteered the services of its members to give attention to adequate representation of minorities. The office of Dr. Howard E. Rowe, assistant state superintendent of instructional services, who was a workshop chairman during the Conference, is working to establish a statewide committee that will develop the criteria for text selection.

Samuel B. Ethridge,
Associate Secretary for Human Rights,
PR&R Commission, and
Textbook Conference Coordinator

. . . work of the conference continues . . .

The Profession's Bulwark Against Unjust Attack

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CECIL J. HANNAN, Assistant Executive Secretary for Professional Development and Welfare, NEA

* Major time devoted to programs of the Committee.

NEA-PR&R Bibliography

Second National NEA-PR&R Conference on Civil and Human Rights in Education (Equality of Educational Opportunity)

Report of Task Force Survey of Teacher Displacement in Seventeen States

Report of Four Regional Conferences on Faculty Desegregation

Guidelines for Retention of Staff for School Districts Moving from Dual to Unified System

A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials

The Local Association Observes Negro History Week

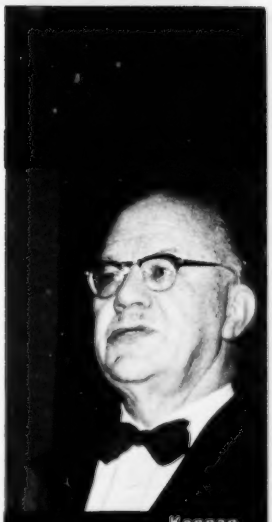
Single copies of the above publications are available free as long as they last. Write directly to the PR&R Committee on Civil and Human Rights of Educators, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

Third National NEA-PR&R Conference on Civil and Human Rights in Education: Las Voces Nuevas del Sudoeste (The Spanish-Speaking Child in the Schools of the Southwest) Single copy 50¢*

The Negro in Paperback (A Selected list of paperbound books compiled and annotated for secondary school students) Single copy, 35¢ (Stock No. 381-11796)*

The Negro in American History (Full-color filmstrip with 33⅓ rpm record of narration and music, plus script and presentation guide. Part 1: Legacy of Honor; Part 2: Suggestions for Teaching) Price $7 (Stock No. 388-11776)*

* Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders accompanied by payment will be sent postpaid. Shipping and handling charges will be added to billed orders. All orders of $2 or less must be accompanied by payment. Order from Publications-Sales Section, NEA.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